

Approved February 24, 1986
Date

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION

The meeting was called to order by Representative Don E. Crumbaker at
Chairperson

3:39 ~~PM~~/p.m. on February 18, 1986 in room 519-S of the Capitol.

All members were present except: Rep. Reardon, Laird, who were excused

Committee staff present: Avis Swartzman, Revisor of Statute's Office
Ben Barrett, Legislative Research
Lynda Cory, Secretary to the Committee

Conferees appearing before the committee:

Representative Michael O'Neal
Dr. Bill Hawver, Superintendent, Hutchison, Kansas
Carolyn Schmitt, President, Kansas-National Education Association
Bill Curtis, Kansas Association of School Boards
Brilla Scott, United School Administrators of Kansas
Nelson Hartman, Director, Kansas State High School Activities Association

The Chairman invited Rep. O'Neal to present HB 2894 to the committee. Rep. O'Neal felt that a change was needed in Kansas if students who were active in extracurricular activities could be allowed to continue participation even if they were receiving a "D-" in each subject. He felt that the students, knowing this minimum requirement, were meeting the minimum requirements only rather than reaching their true potential under this system. He felt the education system should be based on the strong links instead of the weak links. He compared this bill to the Texas program where a "C" is required on each subject, whereas this bill would require an overall "C" for GPA of five or six subjects combined.

(Attachment 1)

Dr. Hawver spoke in support of HB 2894, but when asked by Rep. Baker, he indicated that he had not approached his local board members in Hutchison about raising the standards in their own district. His reason given was that they had turned him down on this same request a few years earlier. (Attachment 2)

Carolyn Schmitt spoke of some of the concerns K-NEA have of HB 2894. (Attachment 3)

Bill Curtis stated that KASB's major objection to HB 2894 was the 2.0 requirement for GPA since the GPA could be manipulated, i.e., three A's and three F's, with the three A's in art, shop, and P.E.

Rep. Apt commented that she'd seen a lot of "at risk youth" kept from dropping out of school and out of jail because of extracurricular activities.

Brilla Scott, U.S.A., was opposed to HB 2894 because there was no grade reporting system for the fall athletes and felt it would be hard to explain to the students and parents of spring sports why they were covered by this bill and fall athletes were not. (Attachment 4)

Nelson Hartman was very much opposed to HB 2894. He showed examples of awards given to high school students who maintain 3.0 and 3.2 and higher GPA while participating in extracurricular activities. He objected to Kansas being compared to Texas where the climate permitted sports to be held during a much longer time span than in Kansas. Also that Texas had not done anything for years and needed the much tougher program, whereas Kansas has been on top all along. He quoted a middle school principal as stating that the below average students would be as high as 25% who could not maintain a GPA of 2.0, and, therefore, would be cut off from participation in activities that help them with their total education.

Mr. Hartman felt that the three D's of education (determination-dedication-discipline) taught the fourth "R" in education because "sticktuitivism" and other citizenship standards were not taught in the academic work but in the extracurricular activities. This bill he felt discriminates the "A" student and felt each level of students should be identified and worked with on an individual basis.

Unless specifically noted, the individual remarks recorded herein have not been transcribed verbatim. Individual remarks as reported herein have not been submitted to the individuals appearing before the committee for editing or corrections.

CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION,
room 519-S, Statehouse, at 3:39 ~~am~~/p.m. on February 18, 1986.

If the student is making progress towards graduation to the best of his potential, then that student should be allowed to continue participation in extracurricular activities.

The term "extracurricular activities" was defined as any activity where the school becomes involved with another school, not a play or individual assignment within a class of the school. (Attachment 5)

Rep. Moomaw asked if a study could be done where the student could work up to four "D+" and only one "D-" instead of "D-" in all subjects, and see where the fall out starts because he believes in students being encouraged to reach their potential. Mr. Hartman responded that the local board of education or the coaches could check each student without having a mandate to do so. He stated that the biggest cry from educators is how to involve the students who aren't involved in any of the extracurricular activities.

The Chairman concluded the hearings for HB 2894. He asked for approval of the minutes for February 17, 1986. Rep. Miller moved, Rep. Bowden seconded; motion carried.

Meeting adjourned at 4:10 p.m.

DATE 2-18-86

GUEST REGISTER

HOUSE

EDUCATION COMMITTEE

NAME	ORGANIZATION	ADDRESS
Nelson Hartman	Kansas State High School Act Assoc	Box 495, Topeka, Ks 66601
R. Myers	Capital Journal	
Kerth Hays	K. S. H. S. D. A	Box 495 Topeka 66601
Caroleen Schmitt	KNEA	715 W. 10 th Topeka
John Mosterman	Allen Co Comm Coll	John Hanson
Bella Highfill Scott	USA	Lawrence
Ronald W. Henderson	USA	Topeka
Hester Blomquist	Butler Co. Comm. Coll	El Dorado
James Miller	Butler County Comm College	El Dorado
Bill Strick	U.S.A. 259	White
Ken Ragg	Paula	S O E
Ed Washburn	Washburn U.	Topeka
Herb Soutup	USD 308	Hutchinson
Bill Hawver	" "	"
Mike Vitek	Ks. Leg. - Bill Sponsor	" "
Oran Burnett	USD 501 #	Topeka
Norman Rose	KGOED	201 Court, abate
Bill Curtis	KASB	Topeka
Jim Yarnally	USD # 512	Shawnee Mission
Debbie Coster	Hutchinson Comm College	Hutchinson
Randy Myers	Hutchinson Comm. Coll	Hutchinson

STATE OF KANSAS

MICHAEL R. (MIKE) O'NEAL
REPRESENTATIVE 104TH DISTRICT--HUTCHINSON
RENO COUNTY
P O BOX 1868
HUTCHINSON KANSAS 67504



TOPEKA

HOUSE OF
REPRESENTATIVES

M E M O R A N D U M

COMMITTEE ASSIGNMENTS
MEMBER JUDICIARY
LABOR AND INDUSTRY
PUBLIC HEALTH AND WELFARE

TO: Members of House Committee on Education
FROM: Representative Mike O'Neal
DATE: February 18, 1986
RE: House Bill 2894

Most of you are probably saying to yourselves that you've seen this bill before. An almost identical bill was introduced in the 1984 Session of the Legislature (HB 2737). Like the bill you looked at two years ago, HB 2894 would require each Board of Education to adopt rules and regulations providing that students must maintain a minimum grade point average of at least 2.0 on a 4.0 scale before participating in "extracurricular activities". It's popular title is the "no pass, no play" rule. Two years ago the House Education Committee amended the bill to require "at least a passing grade" in the courses students took in order to qualify for extracurricular activities. The Kansas State Activities Association currently has a rule requiring that students must pass at least five subjects of unit weight or its equivalency the previous semester or the last semester of attendance before being eligible to participate in extracurricular activities.

I have attached an editorial appearing in last Sunday's edition of the Hutchinson News. I bring the editorial to your attention, not so much because I believe you should be persuaded by one editorial appearing in a Kansas newspaper, but rather because it points out a fact not known or appreciated by a vast majority of the taxpaying public. As the editor Mr. Dick Buzbee, points out, a high school student in Kansas can get a D- in each of five courses and still participate in extracurricular activities.

I knew that there would be quite a bit of reaction to the bills' introduction in the Legislature. Kansans put a very high value on extracurricular activities and particularly the various competitive athletic programs across the state. I know, I was involved in most of those competitive programs when I was in high school. What I hadn't anticipated, however, was the general public's reaction to the news that a student could have a D- in each of five courses and still be able to participate in extracurricular activities. Many expressed outrage that taxpayer money would be wasted in such a manner.

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At a time when we are concerned that dwindling revenues will not allow us to fund education at the level we would prefer I think it's important that we direct our attention to those educational priorities that we can address without a significant fiscal impact. Without spending any extra dollars we can certainly take some steps to insure that the dollars that we do spend on education are well utilized. Those who seek to take advantage of the many fine extracurricular activities that are available in the school systems across the state should be challenged in their educational curriculum. We should be providing our students some incentive to excel, or at least succeed in what will be for many the most important and perhaps final educational years of their lives.

I am familiar with a number of the arguments being advanced in opposition to this proposal. It is argued that for some students a D is the highest grade that they can hope to achieve with their abilities and the extracurricular activities may in fact be the only thing keeping those students in school. In response I suggest that what is more probably the case is the fact that the student knows that all they have to do in order to participate in the extracurricular activities of their choice is to obtain a minimum passing grade in their course of studies. They find those studies to be a less attractive pastime than the extracurricular activities they may find a natural physical aptitude for. In those cases we are merely taking the easy way out. We have failed to challenge the student. We have failed to give him or her the incentive to learn or to better themselves. I suggest that just as those students have managed to achieve the target we have set with grades of D, those students will strive and succeed where we set the goal at the C level. What they've accomplished thereby is an increased understanding of the subject matter, pride in the achievement, and long term, if not short term, appreciation for the educational accomplishment.

I suggest further that the climate of public opinion on this subject has changed since this committee last debated this proposal. More and more school systems are looking at beefing up their educational requirements. Two states, Texas and West Virginia have taken action recently to require students to achieve a minimum grade point average before participating in extracurricular sports. The proposal before you is less restrictive than the law that passed in Texas in 1984. Texas requires that a student receive the equivalent of a C grade in each and every academic class. The Kansas proposal is patterned after the law in West Virginia which requires simply a 2.0 grade point average on a 4.0 scale. Under this proposal a student could conceivably receive one or more D's and still qualify for extracurricular activities if the grades in other courses brought his grade point average up to at least a 2.0. There is enough "play" in the system in other words, to accommodate the student who has problems with a particular course. HB 2894 also includes a provision to accommodate the exceptional student who may be on an individualized non-graded education plan.

As expected the Texas law was challenged in court after its passage. Opponents argued that the law was unconstitutional as depriving certain students "fundamental rights" to engage in certain extracurricular activities. The Texas Supreme Court in the case of Springbranch I.S.D. vs. Stamos 695 S.W.2d 556 (Tex. 1985) held that the law was constitutional and noted in part:

"The no pass, no play rule distinguishes students based upon whether they maintain a satisfactory minimum level of performance in each of their classes. Students who fail to maintain a minimum proficiency in all of their classes are ineligible for participation in school-sponsored extracurricular activities for the following six week period, with no carry over from one school year to the next. The rule provides a strong incentive for students wishing to participate in extracurricular activities to maintain minimum levels of performance in all their classes. In view of the rule's objective to promote improved classroom performance by students, we find the rule rationally related to the legitimate state interest in providing quality education to Texas' public school students."

There has also been a change in climate at the college level. The NCAA has recently announced adoption of "Proposition 48" relating to recruiting of college bound athletes in division one schools. The NCAA's Proposition 48 requires that high school athletes complete a curriculum of 11 academic courses including three courses in English, two in math, two in social sciences, two in physical science, including a lab course and two additional academic courses. Remedial courses do not count in the core curriculum. The NCAA is now requiring that a student obtain a 2.0 GPA in core courses before being eligible to participate in athletics at the Division I level. Grades in courses such as art, physical education, and auto mechanics, etc., would not be counted accumulative GPA. The NCAA is also incorporating minimum ACT or SAT scores.

It was pointed out last week in an article in the Wichita Eagle Beacon that Big 8 Conference football coaches are lamenting the fact that this years pool of college bound recruits has been reduced by some 35 to 40%. The reduction has been attributed to the passage of Proposition 48. The proposition will obviously work a hardship on certain students who place extracurricular activities ahead of their educational pursuits at the high school level. In proposing HB 2894 I am not trying to eliminate students from the fine extracurricular programs available in Kansas high schools. For those who are college bound, I would like to see them apply themselves to their studies in high school so that they can succeed in achieving the eligibility requirements at the college level. For those who are not college bound and for whom high school represents their last educational pursuit, I would like to see them challenged and given some incentive to achieve at least average grades before they enter the mainstream of the adult labor force. It seems to me that this should be the least we should expect for the tax dollars we spend yearly on free public education.

I urge your support of passage of this bill and thank you for the opportunity to share with you my thoughts and views in its behalf.

Editorials

Sunday, February 16, 1986

The Hutchinson News

First things first

In Kansas today, a high school student can score a D-minus in each of five courses of study and qualify to play football, basketball or lead the high school marching band to extracurricular triumph.

The Kansas High School Activities Association sets those rules. It likes them.

It is dead wrong, and should be corrected.

Hutchinson Rep. Mike O'Neal has proposed a correction. He has introduced a state law that would require high school students to make C's to be eligible for extracurricular activities.

That really shouldn't be controversial. It won't be controversial among Kansans who think that schools should exist primarily for basic education, and not basic tackling, fast break or drum majoring.

Certainly there is a place for

extracurricular activities. But that is why those activities are correctly described as "extracurricular." They're outside, or in addition to, the curriculum.

If a student is unable to pass basic English or basic math, then he should be provided additional academic training in the time that otherwise would be spent marching in the band.

Kansas can't lead in the "no pass, no play" movement. Texas is ahead of us. But Kansas certainly can join the movement, and make it abundantly clear where its priorities are. With math and English. Or with, uh, you know.

- See how many Kansas educators join Hutchinson Superintendent Bill Hawver when he testifies for "no pass, no play" next Tuesday in Topeka.

Testimony on House Bill 2894

An Act relating to students; concerning the
participation of students in extra-curricular activities

William L. Hawver
Superintendent of Schools
Hutchinson, Kansas

The legislation before you, House Bill 2894, relating to the participation of students in extra-curricular activities, presents this committee, and, if you agree, the legislature of the state of Kansas, an opportunity to provide leadership in the pursuit of the highest quality of education in the secondary schools of the state.

I support this legislation because I believe it to be in the best interest of students and the best interest of the state of Kansas. Students should demonstrate overall academic achievement at a C level or higher before they are allowed to participate in extra-curricular activities. The primary purpose of the existence of our schools is to teach basic skills. This proposed legislation would cause us and students to place the importance of academic achievement ahead of extra-curricular activities.

Current regulations of the Kansas State High School Activities Association allow a student to participate in extra-curricular activities if that student has passed five classes in the prior grading period. That means that a student could have received 5 D-'s and would still be eligible to participate. I believe it to be shameful that our standards are such that we permit students to believe that an extra-curricular activity, involving a large amount of time and effort, is more important than the need to use

that time and effort to achieve an average of C. We hear much about scandalous situations with athletics in our colleges and universities today. The common theme that is heard from this situation is that the secondary schools, and colleges, use participants for their athletic performing skills, and ignore their academic achievement. The NCAA has recently instituted regulations which require incoming freshmen to have had a 2.00 average in high school.

Should we continue the current practice, we are merely encouraging students to believe that respectable, academic achievement is meaningless. We will continue the dubious practice of causing students to believe that our schools exist for the extra, rather than the primary purpose, that of basic academic achievement. We will continue the practice of graduating students who have succeeded in extra-curricular activities, but who cannot read, cannot compute, do not know or acknowledge civic responsibilities. In short, we verify the very practices for which public education is criticized.

An objection heard in the past is that this is not a matter for the state legislature. The argument is that the state activities association should be the organization to address this issue.

The activities association is a necessary and responsible organization and, generally, has the best interests of

students and schools at heart. Without the activities association, there would probably be more abuse of student activities than there is currently. Without the activities association, there would be the chance that inordinate amounts of time would be taken up in extra-curricular activities, in inter-state, and possibly national competition. I admire the purpose of the activities association, but I think it is misguided and wrong on this issue.

If this legislation is a viable approach to providing the necessary leadership, why is the activities association to testify in opposition to the legislature as reported in the Hutchinson News? The activities association apparently does not intend to support this legislation, and in so doing abdicates leadership. Since the activities association not only opposes this legislation, but also, by virtue of its opposition, does not believe that higher standards are in the best interests of students, the state legislature remains the only body with the authority to impose higher standards.

It has been objected that a 2.00, or C, average would eliminate 10 to 20 percent of students from participating since they are not capable of achieving a C, or an average grade point.

On the contrary, this statement is misleading. Distribution

in fact, an advocate for the slower students; it is not punitive, rather it is encouraging that student to achieve academically at a competent, rather than an incompetent, level.

It has also been objected that this legislation removes local board flexibility in dealing with slow students.

On the contrary, a local board cannot raise its standards without harming its school's participation against schools with lower standards. The Hutchinson Board of Education can raise its standards, but in so doing, would cause its students to be at a disadvantage in competing with schools who have lower standards. Statewide action is the only fair solution for equitable application in all school districts.

It has been stated that overzealous parents might tell students not to take the tough courses so they could maintain eligibility.

This argument is not only illogical, it is ill-informed. Most school districts require 20 or more units for graduation, and more than half of those courses are stipulated. In Hutchinson, 12.5 units are required in English, Mathematics, Social Studies, Science, Speech, and Physical Education.

of intelligence on the normal curve clearly shows that 68% of a population will fall in the 85 to 115 IQ range, or the average range. These students are capable of achieving at the 2.00, or average, grade point level. Further, 13.59 percent will fall between 70 and 85 IQ levels. Kansas law in special education states that the functioning level of behavior determines eligibility for placement in special education. An IQ of around 70-80 generally alerts staff to possible "placement" in special education. Special education students are exempted, in this bill, from the 2.00 requirement.

Given this data, it is clear that, at the most, about 5 percent, not 10 to 20 percent, as has been stated, is not intellectually capable of achieving at the C, or average, level.

It is, therefore, absurd to state that a "large minority" of the population would not be able to achieve at the average level when the data does not support the statement. It is further unlikely that the five percent of the intellectually incapable are represented in extra-curricular activities.

Students should not be deluded by adults that success in extra-curricular activities can replace success in the classroom, success which will determine the degree of adult self sufficiency attained by a student. This legislation is,

A student must take these courses in order to graduate; therefore, a student could not avoid these "tough courses" in order to take easier courses to maintain eligibility.

It has also been argued that some students would drop out of school if they were not allowed to participate in extra-curricular activities.

Consider, then, the financial implication of this argument. As I remember, the State of Kansas, this legislature, is currently spending around \$500,000,000 in state support for public education. Consider, also, that local school districts tax their patrons for a similar amount, another 500,000,000 million dollars. About one billion dollars annually is being spent on public education in Kansas.

If you accept the argument that 5 percent (some argue that it would be higher) are in school only for extra-curricular activities, then the taxpayers of the state of Kansas are spending about 16,000,000 million dollars needlessly for academic programs on kids who are only in school to participate in extra-curricular activities. (Five percent of 1 billion is 50,000,000 million. One third, those in high school, is about 16,000,000.)

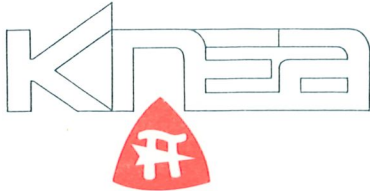
I'm going to present an absurdity...

We could create activity clubs at a much lower cost, exempt those who are in school for extras from academic classes, and stop spending 16,000,000 million dollars on academic programs for those who don't want them--an obvious absurdity, as the statement is an obvious absurdity.

In summary, schools were established, and are supported by tax dollars, to educate students. A grade point average of 2.00, or C, is capable of being achieved by nearly all students. A "C" average would mean, at a minimum, that average academic accomplishment is expected, that our priorities are focused on academic accomplishment, and that the state of Kansas expects students to achieve in the basic skills.

I urge you to end the practice of deluding students about the importance of basic education, as contrasted to extra-curricular activities, and, therefore, urge you to approve House Bill 2894.

Thank you.



Carolyn Schmitt Testimony Before The
House Education Committee
February 18, 1986

Thank you, Mr. Chairman and Members of the Committee. My name is Carolyn Schmitt and I represent Kansas-NEA. I appreciate the opportunity to talk to you about the participation of students in extracurricular activities.

First, I want to share with you the position adopted by our K-NEA Representative Assembly regarding student athletes:

Kansas-NEA urges K-12 schools, colleges, universities, and parents to accept their educational responsibilities to student athletes. K-NEA does not condone exploitation of those students for economic and/or personal gain. Each student should be provided with an opportunity to complete an academic program.

The association urges K-12 schools, colleges, universities, and parents to set the successful completion of an academic program as the first priority for student athletes.

The association encourages K-12 schools, colleges, universities and parents to monitor and promote the student athlete's academic success.

I also want to commend the Kansas State High School Activity Association for establishing the standard of passing a minimum five classes for eligibility to participate in extracurricular programs. We believe that higher standard is more appropriate than the previous one. I also want to note that there are other trends which call for greater academic achievement on the part of all students. Those trends included increased graduation

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requirements in the areas of math, science, and language arts. Certainly these standards have all had the effect of raising the minimum academic performance of those students who wish to participate in extracurricular activities.

Certainly we would agree with the provisions of this bill which would eliminate practices or competitions during the regular school day.

As for the 2.0 grade point average, we have mixed feelings about that and no clear advice for the committee. While we wholeheartedly support academic success and reasonable standards for all students, we also are concerned that all students have the opportunity to fully enjoy and gain from the total school experience. Under the provisions of this bill, a student who is earning five C's and one D would not be eligible to participate.

I am sure most of you are aware that I am a teacher--on leave to serve as K-NEA president. I teach high school English and social studies and I deal primarily with students who--for whatever reason--haven't done well in school. Many of these young men and women--while not identified for any special education services--do have to struggle to maintain their grades. For some of them, five C's and one D would be an improvement and a victory, and yet such an accomplishment would not result in a 2.0 GPA. Many of them would benefit from participating in extracurricular activities, from belonging to a team, from the relationships formed, and the association with the adults who sponsor such activities.

I think the committee finds itself in the same dilemma that faces the education community; how do we establish fair standards for minimum performance and yet encourage students to strive for maximum achievement? Will raising standards encourage greater achievement and participation or

will it simply increase the number of students who fail to meet the standard and who remain on the outside looking in?

I would urge you to carefully consider the complexity of this issue and the possible consequences of any decision as you deliberate about this bill.

Thank you, Mr. Chairman and Members of the Committee, for listening to the concerns of teachers.



SUBJECT: HB 2894

Mr. Chairman, Members of the Education Committee:

My name is Brilla Highfill Scott, and I am Associate Executive Director for United School Administrators (USA). Thank you for allowing me the opportunity to discuss HB 2894.

The administrators of Kansas consider academics to be the primary focus of our attention. A subordinate emphasis is directed towards extra-curricular or co-curricular activities in keeping with the concept of educating the whole child.

The Kansas State High School Activities Association, whose board includes administrators and board of education members, is by statute responsible for the statewide regulation, supervision, promotion, and development of activities for grades 7-12. The Activities Association monitors eligibility of students and continues to place high academic achievement requirements on students involved in school activities.

At the present time, a student must pass at least five subjects to meet KSHSAA eligibility requirements. In the majority of schools this means a student failing in more than one subject is ineligible for activity participation. Schools have the option to adopt a stricter policy, and some districts require students to pass all subjects to maintain activity eligibility.

HB 2894 actually allows a more lenient approach to eligibility with its provision for a 2.0 grade-point average. It is possible for a student receiving the following grades to be eligible to participate in activities under the provisions of this bill.

Band	A	(4.0)
Art	A	(4.0)
Social Studies	B	(3.0)
Foreign Language	D	(1.0)
English	F	
Math	F	
Total =		$(12.00) \div 6 = 2.0 \text{ GPA}$

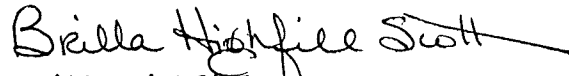
A child failing two subjects--or as in this case, English and mathematics--would not be eligible under the present Activities Association rule.

As a former junior high principal, I would suggest to you that a seventh or eighth grade student can more readily understand "You must pass five classes" than he/she can interpret "2.0 grade-point average."

I am also concerned about the provision in the bill allowing students to disregard academic failures during the final grading period of the preceding year and yet maintain eligibility for the first grading cycle of

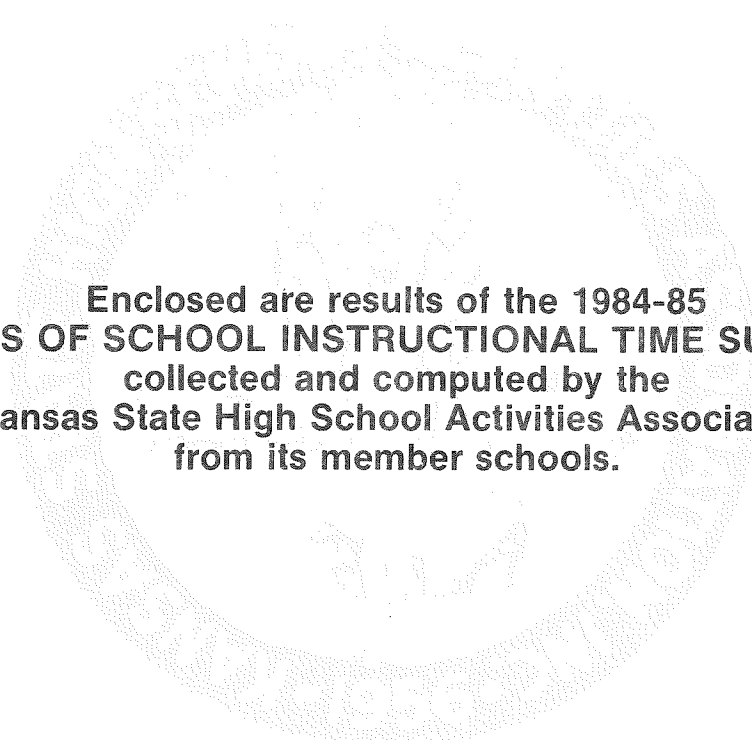
the current year. Should a provision allow football and volleyball players more failures in academic classes than basketball players or wrestlers? This concept would be extremely difficult to explain to students and particularly to their parents.

The main thrust of my presentation this afternoon is to impress upon the members of the committee that HB 2894 is unnecessary. The Kansas High School Activities Association is supervising extracurricular activities, monitoring eligibility requirements, and continually working to preserve the school day for curricular activities.



Brilla Highfill Scott
Associate Executive Director

February 18, 1986



Enclosed are results of the 1984-85
LOSS OF SCHOOL INSTRUCTIONAL TIME SURVEY
collected and computed by the
Kansas State High School Activities Association
from its member schools.

Kansas State High School Activities Association

520 West 27th, P.O. Box 495
Topeka, Kansas 66601
Address correction requested

Non Profit Org. U. S. POSTAGE PAID Permit No. 39 Topeka, Kansas
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KSHSAA Loss of School Instructional Time Survey Summary

Part 2

Survey of school instructional time loss for reasons other than athletics, activities or extra-curricular events.

Reason for Loss of Instructional Time	No. of Schools Reporting	No. of Students	Average Hrs:Min Missed	No. of Faculty	Average Hrs:Min Missed
Illness/Hospitalization	381	86304	27:06	9005	18:04
Other Reasons	246	74353	19:37	4976	4:44
Medical Appointments	333	90002	4:08	6127	3:07
Work	189	50773	0:59	0	0:00
Weddings/Funerals	327	85020	0:46	7269	1:26
Family Vacation	257	195413	0:38	25	2:18
Individual College Visitation	201	60715	0:37	0	0:00
Ski Trips	213	59039	0:28	0	0:00
Personal Leave	344	0	0:00	8804	4:36
Professional Leave	313	0	0:00	8385	5:45
No. Central Evaluation	91	0	0:00	3910	0:50

KSHSAA Loss of School Instructional Time Survey Summary

Part 3

Survey of school instructional time loss for school work/conference days.

Reason for Loss of Instructional Time	No. of Schools Reporting	No. of Students	Average Hrs:Min Missed	No. of Faculty	Average Hrs:Min Missed
Teacher In-Service Work Days	259	78877	7:34	6465	9:07
Parent-Teacher Conference Days	237	59245	6:23	5390	6:32
Other Reasons	34	13582	3:56	1019	5:49

Survey information is based on returns from the following:

		Percentage
Class 6A	28 of 32 schools =	87.5%
Class 5A	29 of 32 schools =	90.6%
Class 4A	46 of 64 schools =	71.9%
Class 3A	47 of 64 schools =	73.4%
Class 2A	44 of 64 schools =	68.8%
Class 1A	75 of 116 schools =	64.7%
Junior High	137 of 356 schools =	38.5%
TOTAL:	406 of 728 schools =	55.8%

Comparison Study

KSHSAA Loss of School Instructional Time Survey (1983-84 & 1984-85) — Grades 7-12

Student Time Lost In Descending Order

Activity	Average Hrs:Min. Missed	
	1983-84	1984-85
Golf (Girls)	17:40	17:19
Golf (Boys)	19:15	15:02
FFA (Future Farmers of America)	16:29	14:45
Tennis (Boys)	12:18	12:47
Track & Field (Girls)	11:37	11:21
Track & Field (Boys)	11:32	11:19
FBLA (Future Business Leaders of America)	10:12	10:45
Tennis (Girls)	14:38	10:21
OEA (Office Education Association)	13:27	9:31
HOSA (Health Occupations Students Association)	0:00	9:27
FHA-HERO (Future Homemakers of America-Home Economics Related Occupations)	8:43	8:38
Debate	12:51	8:36
FHA (Future Homemakers of America)	7:46	8:12
DECA (Distributive Education Clubs of America)	5:18	7:43
Swimming & Diving (Girls)	8:04	7:08
Model United Nations	7:41	7:00
Swimming & Diving (Boys)	8:34	6:47
Instrumental Music	6:48	6:39
Academic Bowls & Contests	5:48	6:38
Vocal Music	6:29	6:18
Journalism/Publications	4:25	5:47
Standardized Testing	4:08	5:15
Student Council	4:08	4:44
Cross Country (Boys)	4:56	4:39
Cross Country (Girls)	5:29	4:32
VICA (Vocational Instructional Clubs of America)	5:26	4:29
Forensics	6:11	4:24
Baseball	6:00	4:23
AIASA (American Industrial Arts Student Association)	4:26	4:09
Wrestling	4:57	4:02
KEY Clubs/Hi-Y, etc.	2:54	3:50
Yearbook	4:30	3:34
Basketball (Girls)	3:44	3:13
Kansas Association for Youth	4:04	3:07
Basketball (Boys)	3:00	3:06
Cheerleading	3:55	2:52
College/Career Days	2:51	2:52
Student attendance at state tournaments	2:45	2:36
Pep Assemblies	2:01	2:04
School Plays/Musicals	2:11	1:50
Drill Teams, etc.	2:23	1:49
Volleyball	2:01	1:44
Softball (Girls)	2:18	1:42
Soccer	1:43	1:36
Gymnastics (Girls)	3:24	1:34
Football	1:22	1:25
Homecoming	1:10	1:09
Gymnastics (Boys)	0:03	0:02

Coach/Director/Instructor Time Lost in Descending Order

Activity	Average Hrs:Min. Missed	
	1983-84	1984-85
FFA (Future Farmers of America)	42:01	28:30
Golf (Boys)	29:37	24:10
Golf (Girls)	30:21	22:27
Tennis (Boys)	20:56	20:15
FHA-HERO (Future Homemakers of America-Home Economics Related Occupations)	13:55	18:27
DECA (Distributive Education Clubs of America)	13:11	17:24
Tennis (Girls)	23:56	16:42
OEA (Office Education Association)	16:22	16:40
Debate	18:41	15:34
FHA (Future Homemakers of America)	30:50	13:29
Track & Field (Girls)	14:25	12:37
Track & Field (Boys)	14:14	12:18
FBLA (Future Business Leaders of America)	12:04	10:11
HOSA (Health Occupations Students of America)	0:00	9:40
Model United Nations	7:36	8:45
Standardized Testing	6:20	8:43
Swimming & Diving (Boys)	8:00	8:41
Instrumental Music	9:06	8:16
AIASA (American Industrial Arts Student Association)	19:27	8:11
KEY Clubs/Hi-Y, etc.	3:13	7:33
Vocal Music	10:33	7:26
Journalism/Publications	5:59	7:24
Kansas Association for Youth	6:45	7:06
Academic Bowls & Contests	7:58	6:38
Forensics	7:39	6:34
Wrestling	7:45	6:24
Swimming & Diving (Girls)	7:55	6:21
VICA (Vocational Instructional Clubs of America)	5:27	5:51
Baseball	6:39	5:47
Student Council	5:19	4:46
Yearbook	5:20	4:46
Cross Country (Boys)	4:41	3:58
Cross Country (Girls)	4:25	3:51
College/Career Days	2:59	3:25
Basketball (Girls)	3:43	3:20
Basketball (Boys)	3:20	3:07
Cheerleading	5:04	2:46
Student attendance at state tournaments	3:49	2:35
Pep Assemblies	1:53	2:11
Softball (Girls)	3:18	2:03
Soccer	1:59	1:55
Volleyball	1:54	1:46
Gymnastics (Girls)	4:36	1:25
School Plays/Musicals	1:47	1:25
Drill Teams, etc.	2:16	1:21
Football	1:47	1:20
Homecoming	1:28	1:17
Gymnastics (Boys)	0:07	0:45

KSHSAA Loss of School Instructional Time Survey Summary — Part 1

GRADES 7-12
1984-85 School Year

SUMMARY:
 Number of Schools Reporting 406
 Number of Students Involved 128,427
 Number of Schools Reporting GPA on Survey Part 1 336
 Average GPA of Total Student Body 2.67

(.56% of total KSHSAA membership)
 (Based on 320 schools submitting GPA on Survey Part 2)

Student Time Lost in Descending Order

ACTIVITY	Schools submitting a Grade Point Average (GPA)					
	No. of Schools Reporting	No. of Students In Activity	#Average Hrs./Min. Missed	No. of Schools Reporting	No. of Students In Activity	Average GPA
Golf (Girls)	49	421	17:19	39	313	3.059
Golf (Boys)	151	1947	15:02	121	1587	2.923
FFA (Future Farmers of America)	128	4007	14:45	90	2855	2.680
Tennis (Boys)	114	1578	12:47	91	1261	3.001
Track & Field (Girls)	402	8827	11:21	318	6686	3.053
Track & Field (Boys)	406	11224	11:19	324	8720	2.810
FBLA (Future Business Leaders of America)	32	847	10:45	19	376	3.152
Tennis (Girls)	113	1579	10:21	93	1211	3.229
OEA (Office Education Association)	23	350	9:31	17	255	2.895
HOSA (Health Occupations Students of America)	2	20	9:27	0	0	0.000
FHA-HERO (Future Homemakers of America-Home Economics Related Occupations)	44	1083	8:38	32	781	2.935
Debate	106	1862	8:36	83	1493	3.283
Academic Bowls	182	2327	8:21	121	1462	3.447
FHA (Future Homemakers of America)	112	3123	8:12	77	2296	2.953
DECA (Distributive Education Clubs of America)	31	828	7:43	18	541	2.594
Swimming & Diving (Girls)	33	761	7:08	24	483	3.059
Model United Nations	50	912	7:00	28	567	3.152
Swimming & Diving (Boys)	34	659	6:47	27	473	2.841
Academic Field Trips	253	33987	6:42	0	0	0.000
Instrumental Music	378	20926	6:39	288	15144	3.007
Vocal Music	372	19490	6:18	278	13806	2.848
Academic Skill Contests	203	7061	6:05	130	4194	3.285
Journalism/Publications	142	2122	5:47	96	1457	3.077
Testing, SRA Competency	294	54901	5:15	0	0	0.000
Other Student Leadership Conferences	41	1070	4:56	0	0	0.000
Student Council	292	5887	4:44	211	4267	3.193
Cross Country (Boys)	158	1831	4:39	127	1432	2.949
Cross Country (Girls)	138	1111	4:32	105	758	3.071
VICA (Vocational Instructional Clubs of America)	21	588	4:29	10	245	2.281
Forensics	207	3604	4:24	164	2980	3.134
Baseball	62	1445	4:23	48	1159	2.796
AIASA (American Industrial Arts Student Association)	6	138	4:09	4	51	3.115
Wrestling	189	4425	4:02	147	3352	2.651
KEY Clubs/Hi-Y, etc.	37	1311	3:50	25	879	3.044
Yearbook	244	4901	3:34	166	2021	3.114
Party-trip, etc.	120	9517	3:29	0	0	0.000
Assemblies, Lyceums, etc.	309	87680	3:15	0	0	0.000
Basketball (Girls)	391	8495	3:13	315	6655	3.122
Kansas Association for Youth	113	4832	3:07	88	3646	2.949
Basketball (Boys)	394	10312	3:06	321	8230	2.886
Cheerleading	366	3871	2:52	298	3078	3.174
College/Career Days	162	16277	2:52	0	0	0.000
Student attendance at state tournaments	59	8476	2:36	0	0	0.000
Soccer (Fall)	19	579	2:09	13	401	2.813
Others	132	47270	2:08	0	0	0.000
Pep Assemblies	283	83322	2:04	0	0	0.000
School Plays/Musicals	187	17896	1:50	105	7705	2.917
Drill Teams, Etc.	143	2472	1:49	114	1900	3.032
Volleyball	355	8637	1:44	292	6989	3.100
Softball (Girls)	26	607	1:42	19	494	3.023
Girls Gymnastics	26	438	1:34	18	324	3.130
Football	369	15059	1:25	292	11722	2.715
Proms/Banquets	132	9665	1:13	0	0	0.000
Homecoming	179	29551	1:09	0	0	0.000
Caps, gowns, rings	164	16686	0:43	0	0	0.000
Pictures	233	57881	0:30	0	0	0.000
Soccer (Spring)	11	277	0:29	8	229	2.890
Gymnastics (Boys)	8	115	0:02	6	83	2.669

Average number of student hours : minutes missed from the classroom while participating in the activity.

Coach/Director/Instructor Time Lost in Descending Order

ACTIVITY	Schools submitting a Grade Point Average (GPA)			
	No. of Schools Reporting	No. of Students In Activity	# No. of Co./Dir./Inrs. Involved	* Average Hrs./Min. Missed
FFA (Future Farmers of America)	128	4007	136	28:30
Golf (Boys)	151	1947	164	24:10
Golf (Girls)	49	421	49	22:27
Tennis (Boys)	114	1578	129	20:15
FHA-HERO (Future Homemakers of America-Home Economics Related Occupations)	44	1083	48	18:27
DECA (Distributive Education Clubs of America)	31	828	29	17:24
Tennis (Girls)	113	1579	129	16:42
OEA (Office Education Association)	23	350	20	16:40
Debate	106	1862	120	15:34
FHA (Future Homemakers of America)	112	3123	130	13:29
Track & Field (Girls)	402	8827	734	12:37
Track & Field (Boys)	406	11224	839	12:18
FBLA (Future Business Leaders of America)	32	847	42	10:11
HOSA (Health Occupations Students of America)	2	20	1	9:40
Academic Bowls	182	2327	236	9:33
Model United Nations	50	912	52	8:45
Academic Field Trips	253	33987	1366	8:44
Testing, SRA Competency	294	54901	1780	8:43
Swimming & Diving (Boys)	34	659	43	8:41
Instrumental Music	378	20926	444	8:16
AIASA (American Industrial Arts Student Association)	6	138	7	8:11
KEY Clubs/Hi-Y, etc.	37	1311	57	7:33
Vocal Music	372	19490	389	7:26
Journalism/Publications	142	2122	136	7:24
Kansas Association for Youth	113	4832	140	7:06
Others	132	47270	1656	6:44
Other Student Leadership Conferences	41	1070	60	6:41
Forensics	207	3604	220	6:34
Wrestling	189	4425	326	6:24
Swimming & Diving (Girls)	33	761	45	6:21
Academic Skill Contests	203	7061	381	6:03
VICA (Vocational Instructional Clubs of America)	21	588	34	5:51
Baseball	62	1445	101	5:47
Student Council	292	5887	335	4:46
Yearbook	244	4901	262	4:46
Party-trip, etc.	120	9517	494	4:33
Cross Country (Boys)	158	1831	159	3:58
Cross Country (Girls)	138	1111	140	3:51
Assemblies, Lyceums, etc.	309	87680	4986	3:42
College/Career Days	162	16277	540	3:25
Basketball (Girls)	391	8495	718	3:20
Basketball (Boys)	394	10312	834	3:07
Cheerleading	366	3871	413	2:46
Student attendance at state tournaments	59	8476	520	2:35
Soccer (Fall)	19	579	26	2:33
Proms/Banquets	132	9665	290	2:26
Pep Assemblies	283	83322	4164	2:11
Softball (Girls)	26	607	41	2:03
Volleyball	355	8637	560	1:46
Girls Gymnastics	26	438	39	1:25
School Plays/Musicals	187	17896	699	1:25
Drill Teams, Etc.	143	2472	138	1:21
Football	369	15059	1177	1:20
Homecoming	179	29551	1642	1:17
Caps, gowns, rings	164	16686	264	0:57
Gymnastics (Boys)	8	115	9	0:45
Pictures	233	57881	1125	0:38
Soccer (Spring)	11	277	11	0:29

Number of coaches/directors/instructors involved in the activity.

*Average number hours : minutes missed by coach/director/instructor while administering the activity.

The Case For High School Activities

INTRODUCTION

There is a secret in America's high schools that need not be hidden any longer. The secret is that activities are not just a way to have fun or be with friends, they are a valuable educational tool.

Many facts on this subject are contained in this document. From interscholastic sports to music, drama and debate, activities enrich a student's high school experiences.

Benefits of Activities

- **Activities support the Academic Mission of Schools.** They are not a diversion but rather an extension of a good educational program. Students who participate in activities programs tend to have higher grade-point averages, better attendance records, lower drop-out rates and fewer discipline problems than students generally.
- **Activities are Inherently Educational.** Activities programs provide valuable lessons on many practical situations — teamwork, sportsmanship, winning and losing, hard work. Through participation in activities programs, students learn self-discipline, build self-confidence and develop skills to handle competitive situations. These are qualities the public expects schools to produce in students so that they become responsible adults and productive citizens.
- **Activities Foster Success in Later Life.** Participation in high school activities is often a predictor of later success — in college, a career and becoming a contributing member of society.

Following are answers to a few frequently asked questions about activities participation.

Q: *Are there statistics that show the value of participating in high school activities?*

A: Yes, there are many. In 1985, the National Federation sponsored a national survey of high school principals and nearly 7,000 high school students in all 50 states. The survey, funded by a grant from the Lilly Endowment in Indianapolis, was conducted by Indiana University in cooperation with the National Association of Secondary School Principals.

Following are results of that survey:

Survey of High School Principals

- 95 percent believed that participation in activities teaches valuable lessons to students that cannot be learned in a regular class routine.
- 99 percent agreed that participation in activities promotes citizenship.
- 95 percent agreed that activities programs contribute to the development of “school spirit” among the student body.
- 76 percent said they believe the demand made on students’ time by activities is not excessive.
- 72 percent said there is strong support for school activities programs from parents and the community at large.

Survey of High School Students

- A majority said that participating in school activities is a very important part of their high school education.
 - 63 percent said that activities contribute greatly to school spirit.
 - 65 percent said that activities helped to make high school much more enjoyable.
-

Q: *What evidence is there that students who are involved in activities make higher grades and have better attendance?*

A. Many studies have documented the link between participation in activities and higher grades/better attendance. Here are the findings of five groups:

- Higher grades **and** better attendance are evident in students who participate in activities, according to a study by the Minnesota State High School League. The survey, involving more than 300 schools in the state, showed that the average student had a grade-point average of 2.68 (on a 4.0 scale). The grade-point average of student-athletes was 2.84, while fine-arts students (those active in speech, drama, music and debate) averaged 2.98. In attendance, the average student was absent 8.76 days a year. Athletes were absent even less — 7.44 days. Fine arts participants were absent only 6.94 days a year.
- Being active in sports can help grades, according to a study by the Iowa High School Athletic Association. Results showed that on a 4.0 grade scale, students who do not participate in sports average 2.39. Those who are active in one sport average 2.61, and those active in two sports average 2.82.
- In Kansas, statistics compiled by the Kansas State High School Activities Association in 1982-83 confirmed the same findings: Students busy in activities programs get better grades and are absent fewer days.
- A survey by the North Dakota High School Activities Association of 30 schools with varying enrollments revealed that the grade-point average for students in activities was 3.32 (on a 4.0 scale) while non-participants averaged 2.48. Further, participants missed an average of 4.9 days of school of which .7 was for activities while students generally missed about 10.8 days per year. Finally, all responding schools reported that there was not one dropout who had participated in activities programs.

- Students participating in a number of activities not only achieve better academically but also express greater satisfaction with the total high school experience than students who do not participate, according to a survey conducted for the National Federation by Indiana University. The grade-point average for “high activity” students was 3.05 on a 4.0 scale, compared to a grade-point average of 2.54 for “low activity” students. Researchers defined high activity as involvement in four or more activities, while low activity students were involved in one activity or none.
-

Q: *Do any studies indicate that student participation in activities helps in other areas?*

A: Yes, activities help both in students’ attitudes toward self and school and in drop-out rates and discipline.

- Besides higher grades, participation in activities helps students have a better attitude, according to a study conducted at the request of the Utah State Board of Education. In the study, students, parents, teachers and administrators agreed that being part of such activities serves not only as an incentive to do well in academic work, but it relieves tension and increases self-confidence.
 - In New York City, an increase of \$2 million was given by the Board of Education for interscholastic activities for the 1985-86 school year. Jack Kriegsman, supervisor of the New York City Public Schools Athletic League, said the increase was a result of “realizing the values of extracurricular activities in lowering the ‘drop-out’ rate” and the discovery of “the impact of athletics on the school-wide substance-abuse problem.”
 - A report by the Kansas State High School Activities Association revealed that out of 7,098 students who dropped out of school during a one-year period, only about six percent were involved in activities programs. Stated another way, 94 percent of high school dropouts in Kansas were not enrolled in activities programs, indicating the “holding power” of activities in keeping students in school.
 - Similar results were obtained in an independent study by the National Federation of 14 school districts in seven regions of the nation. Again, the survey found that 96 percent of the dropouts in high schools surveyed were not participating in activities program. Twenty-nine percent of the schools surveyed reported that none of their dropouts were involved in such programs.
-

Q: *Do any findings indicate that being in high school activities is helpful after high school?*

A: Yes, Three important surveys have supported this:

- The American College Testing Service compared the value of four factors in predicting success after high school. “Success” was defined as self-satisfaction and participation in a variety of community activities two years after college. The one yardstick that could be used to predict later success in life was achievement in school activities. Not useful as predictors were high grades in high school, high grades in college, or high ACT scores.
- The College Entrance Examination Board’s Scholastic Aptitude Test was examined in much the same way. It was found that having a high SAT score did not necessarily indicate success in a chosen career. The best predictor of later success, the study showed, was a person’s independent, self-sustained ventures. Teens who were active in school activities, had hobbies or jobs, were found to be most likely to succeed at their chosen profession and make creative contributions to their community.
- A four-year study was made by the Educational Testing Service and the College Board.

Beginning in 1979, 4,814 college freshmen were studied, 3,676 of whom graduated in 1984. The study concluded that participation in activities is a much better indicator of overall college performance than other yardsticks, such as pre-admission interviews and the educational level of a student's parents. Based on the study's findings, one admissions dean at Colgate University said secondary school counselors "clearly can advise students as early as possible — in the eighth, ninth or tenth grades — to stick with an activity, to develop a skill."

Q: *What kinds of "lessons" are taught when a student participates in high school activities?*

A: They are varied, and they are valuable:

- A recent article in the Colorado Springs (Colo.) Gazette quoted Juvenile Judge Matt Railey: "My clear impression is that juveniles or adults who were in organized athletics at the high school level . . . you just don't see many of them in the courtroom.

"In athletics the kids are subjected to discipline, as opposed to the child who is not in athletics. The experience of learning to work together, the discipline and the learning how to sit on the bench helps to keep the kids out of trouble."

As a presiding judge in El Paso County, Railey saw more than 6,000 youths in his courtroom. "No more than two or three percent had some involvement in athletics," he said. "There has to be some sort of correlation there."

- An editorial in the Aberdeen (South Dakota) American News summarized the thoughts of John P. Kotter of the Harvard Business School. The editorial said in Kotter's opinion classwork "emphasizes the individual rather than the group; school rarely requires students to lead or direct others, and it enforces the message that a promotion is due every year."

But in the real world, the editorial continued, "getting others to cooperate, leading others, coping with complex power and influence and people problems are at the heart of a lot of jobs, especially the well-paying jobs."

There is a place where students can learn these abilities, and the editorial said that place is activities programs. Unfortunately, the editorial continued, people faced with budget constraints are apt to look first at cutting activities. Boards and taxpayers may want to rethink that position, it concluded.

The National Federation of State High School Associations is a non-profit organization that serves as the national voice of high school activities.

Headquartered in Kansas City, Missouri, the National Federation encompasses 50 individual state high school athletic or activities associations, plus the District of Columbia. Also affiliated are scholastic organizations from 10 Canadian provinces and from the Republic of the Philippines, Okinawa, Guam and the Virgin Islands.

The National Federation represents 12 million students in 20,000 high schools and serves coaches, sponsors, officials and judges in activities programs encompassing sports, speech, drama, music and debate.



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